

Key Issues – University Level

Academic integrity

1. Stand alone on-line degrees verses courses that can fit into traditional degree plans.
2. Academic integrity
3. The academic rigor of the degree and the learning objectives of the courses need to be maintained at a high level commensurate with a college degree.
4. I think we need to be concerned with intellectual rigor and design online courses that offer equivalent intellectual challenges to face-to-face course (I don't mean the *same*, but I do feel that online courses must provide rich learning environments for students).

Academic rigor.

1. Relevance of the program of study to the degree/career.

Administrative Support

1. Administrative support
2. **Advising**
3. How students find the courses,
4. How students find advising
5. Making sure that advisors are carefully thought through to avoid confusion for the customer.
6. Advising

Assessment

1. Proper assessment tools
2. How will we measure student outcomes for fully online degree programs or certificate programs?
3. Testing using findings from learning research (metacognitive approaches)

Branding

1. How can we brand all programs to be UA?
2. Have a recognizable (and brand-friendly) look and feel

Consistency

1. Can we centralize all online degree programs? (oops-big can of worms! Not sure we want to go here.)

Course assessment

1. A review of the course and teacher evaluation process to ensure that CTEs for online courses are at least as likely to be submitted by students as those for in-person courses
2. A review of the CTE rubrics for possible adjustment to account for possible differences between evaluation of online and in-person courses.

Development costs

1. Personnel costs for development.
2. Cost of development

Faculty Professional Development

1. Appropriate central support for appropriate professional development
2. Using available e-learning tools to our advantage, and advertising this to students ... teaching tech as well as curriculum - students should be made aware of Web 2.0 technologies and understand how to use them which will make them more marketable
3. There needs to be long-term teacher training that is specific to the discipline and format of the programs being developed.
4. Mini-courses should be offered: most faculty have never taken a course on how to teach (although graduate students are at least receiving some TA training) and could benefit from such courses.
5. Providing instructional support since many faculty members and departments have limited experiences in ONLINE teaching.
6. Resources for instructors to access that help them to become better course designers and instructors.
7. RA support to design on-line site
8. Training for RAs & faculty
9. Support for graduate students and adjuncts (new to online) to develop and improve skills and get a firm philosophical understanding of the pedagogical difference of on and off line courses, i.e. taped 2 hour lectures are low quality.

Faculty readiness

1. Faculty training
2. Faculty hesitancy

Faculty Support

1. Technical support
2. Effective 24/7 user support for faculty
3. The need to provide adequate *technical support* (and the understanding that this is different from 'user support'), even for systems that are licensed (not housed locally).
4. Appropriate central support for system training
5. TECH SUPPORT IS CRITICAL as we have very sophisticated users and faculty who also need support in implementation
6. Technical support and reliability of platforms
7. Adequate TA support.
8. Providing technical support since many faculty members and departments have limited experiences in ONLINE teaching.
9. Technical support (assistance & equipment)

Financial Resources

1. Finances (distribution)
2. Appropriate central support for allocation of resources

Financial Resources – Faculty

1. The university needs to provide resources (stipends and tech. assistance) for professors to develop good on-line courses that are not just classroom courses that happen to be offered on-line.

Faculty Compensation

1. Faculty incentive to develop the on-line course

Intellectual Property

1. Intellectual Property policy

Market Research

1. What is it about a UA program that makes it different from any other program in the country or the world? What is it about a UA program that CANNOT be replicated elsewhere? For this, the electronic program in the "cloud" needs to be rooted firmly in the earthly campus of UA, Tucson, and Arizona.
2. Competition
3. Permanence of demand.
4. Pricing the product.
5. What is the demand for fully online degrees?
6. Who is the target population?
7. Market
8. We need to serve the populations that need online education.

Marketing

1. Perceived need (demand)
2. Market demand for the program.
3. How will we advertise the online program?
4. We need to figure out the "markets" for online programs and certificates. In other words, there needs to be a systematic effort to create a marketing plan

Organizational Structure

1. Organization

P & T

1. Promotion and tenure practices in light of the changing demands of online teaching and learning.

Policies

1. Proper policies and procedures for online programs.
2. The need for review of academic policies and requirements to ensure that web-delivered courses are not inadvertently left out.
3. Many of the rules are created for traditional semester-based on campus courses. But online courses are by definition less constrained by classes, course schedules, semesters....

Program Assessment

1. How will an online degree differ in terms of measurable outcomes from a traditional campus degree?

Quality of Instruction

1. A related issue is creation of 'social presence' and a 'positive emotional tone' for the program. This may mean better web sites for online programs explain them, listing and showing pictures of faculty, maybe having short podcasts of them talking - again just to introduce students to 'people'.
2. The fundamental consideration should be to develop sound education programs, and NOT enrollment. 'If you build it well, they will come'. The trend towards online program is not new, and there is plenty of competition already
3. Quality criteria
4. Accreditation
5. Quality
6. Will there be standards students must meet?
7. Creating a 'quality stamp' or similar quality assurance/quality control standards to ensure all classes from the UA have the opportunity to be the best
8. Quality of design of courses
9. I think attention needs to be given to different types of courses. Not all courses are lecture classes, and there needs to be support to develop more "high-touch", interactive online courses.
10. Quality control of instruction as instructor lineups change.

Registration

1. Making sure that course catalogs are carefully thought through to avoid confusion for the customer.
2. Who is the "registrar", who can answer questions about the courses, etc.?

Student readiness

1. Using available e-learning tools to our advantage, and advertising this to students ... teaching tech as well as curriculum - students should be made aware of Web 2.0 technologies and understand how to use them which will make them more marketable
2. An institutional assessment of student readiness to be in an online program and on demand modules for those who are not to get them up to speed. This would include an assessment of their TECHNICAL skill and their SELF EFFICACY (psychological variables) for readiness and confidence, and how to participate critically and thoughtfully.

Student Services

1. How students find the courses,
2. Making sure that financial aid is carefully thought through to avoid confusion for the customer.
3. Admissions
4. Registration
5. Degree check
6. Integration APIs with main campus systems for enrollment management.
7. Ease of student interface with University-level resources (i.e., electronic resources/technical assistance; ease of registration and financial aid, and cross-talk between those offices)

Student Support

1. Effective 24/7 user support for students
2. The need to provide adequate *technical support* (and the understanding that this is different from 'user support'), even for systems that are licensed (not housed locally).
3. Appropriate central support for system training
4. How to accommodate students in remote locations (support for hybrid online/face to face instruction.
5. Integrating interactive experiences into the curriculum to enhance student engagement with materials

Tech Infrastructure

1. D2L support
2. Also, we need a Provostial decree on adopting a single UA-wide electronic platform. Remember the "clicker" debacle?
3. Robust and reliable infrastructure
4. The need for adequate planning re: capacity and bandwidth, with the understanding that newer technologies often require more than is at first expected.
5. I also feel that there must be technologies in place that are reliable. Right now, it seems so much of the effort is placed on individual faculty to create, train, and even market online classes. There is an assumption, from some, that online will generate new revenue. I think online needs to be seen as an *investment* not just a revenue-generating operation.

6. The course management system and the current inflexibility of D2L for what we know are some good educational / learning practices. There needs to be better feedback b/t instructors and the institution to either request this from D2L or work out how to deliver online course support in ways that support student centered learning.

Tuition/Student Cost

1. Making sure that pricing models are carefully thought through to avoid confusion for the customer.
2. Tuition payment
3. Finances (tuition)
4. Will there be a tuition difference from an online degree vs. a campus degree?
5. Will the fee structure be different (why paid for the rec center if I am not in Tucson)?
6. Will financial aid pay for a fully online degree?
7. Cost to student
8. Tuition structure...does out of state tuition apply to online programs?

Vision/goals

1. How does the institution define online learning (sorry, I am beating a dead horse that keeps rising from the dead)?
2. Institutional understanding of the strengths and potential weaknesses of online-only programs
3. The precise goals of the college

Other

1. A review of RCM measures based on possible differences between appropriate class sizes and instructional costs for online vs. in-person courses.

Key Issues – College Level

Administrative Support

1. Provision of administrative support. Why can I get an admin to make photocopies of my tests BUT I assume they can help put questions in a text bank online for me? Some real rethinking and possibly retraining of some folks needs to happen here.

Assessment

1. Learning outcomes
2. How will we measure student outcomes for fully online degree programs or certificate programs?

Branding

1. College branding

Consistency

1. Standard processes and procedures
2. Maintaining a degree of congruence between on campus and online programs of study.
3. Potential areas of communication that help to create a unity of approach.
4. Think through and identify the role the degree/program can play in existing curriculum (such as minors)

Faculty Compensation

1. Instructor compensation
2. Instructor Residuals
3. Both the college and university need to reward professors for putting in the time and effort to change the way they offer courses. The guidelines for faculty assessment need to include categories that capture this effort (i.e. they should include categories for learning new software and teaching techniques, becoming informed about on-line pedagogy and methods of assessment). The mini-courses referred to above could include a certificate--this could also be part of the annual report.

Faculty Professional Development

1. Faculty development
2. The need for review of college-wide promotion and tenure opportunities and guidelines in light of the changing demands of online teaching and learning.
3. Teacher training

Faculty readiness

1. Faculty readiness
2. What training is needed for faculty to move to online course/program delivery?

Faculty Support

1. Instructional Design specialists who know the tech and can help faculty adapt programs to online delivery

Financial Resources

1. Finances (distribution)
2. The need for appropriate allocation of college resources in light of the specific needs and demands of online instruction.

Financial Resources – Faculty

1. Faculty support for the program (allocation of instructors and other resources)
2. Development money

Intellectual Property

1. Academic property rights.

Market Research

1. Understanding the market
2. Perceived need (demand)
3. Competition
4. Finding niche
5. Characterizing the demand for professionals trained through online programs in the workplace (job placement rates)
6. Think through and identify specialized curriculum that can serve students, alumni & community, providing specialized advanced education = certificate
7. For both existing curriculum and specialized certificates, identify the market in advance

Marketing

1. PR and marketing
2. Developing global outreach for increased market share
3. College marketing
4. Recruitment of students.
5. The need to market these degrees effectively to make them self-supporting.
6. Marketing strategies

P & T

1. Instructor teaching credit
2. The need for review of college-wide professional development opportunities and guidelines in light of the changing demands of online teaching and learning.
3. Student contact hours equivalency for faculty who create and run online courses / programs.

Policies

1. The review of college-level policies and procedures in areas such as petitioning and academic integrity review, to ensure that these policies and procedures are appropriate to online teaching and learning as well as traditional classroom instruction.

Professional Development for Admin Staff

1. Training for admin staff.

Quality of Instruction

1. Best practices
2. Suitability of course materials for online environment
3. Online courses for campus students vs. distance ed students.
4. Accreditation
5. Quality
6. Delivery methods (technology)
7. Will there be standards students must meet?
8. How what we teach relates to the practice ... (how can we teach practical application as well as research?)
9. Quality control.
10. Intellectual rigor
11. Clear objectives for each program
12. Links between online program curriculum and traditional curricula
13. How to do peer review of online courses (this might also be an institutional issue and related to TCEs and T&P).

14. How to ensure quality control of these courses, especially if novice instructors (grad students, adjuncts) are used.

Student readiness

1. Student preparedness

Student Services

1. Financial aid application
2. Student access to the course information
3. Admissions
4. Advising
5. Registration
6. Degree check, these are the critical issues. The UA has no single office to set this up electronically. It's bewildering patchwork at present. At college and inter-college level
7. Behind-the-scenes processes The UA has no single office to set this up electronically. It's bewildering patchwork at present. At college and inter-college level
8. Consistent student experience
9. The critical importance of administrative support to help students navigate the system

Tech Infrastructure

1. Infrastructure needs (special equipment & locations where course elements can be created)
2. Do we have hardware and software needed to develop high-quality courses?
3. Technology stability.

Tuition/Student Cost

1. Pricing
2. Tuition payment
3. Finances (tuition)

Vision/goals

1. It is important to be aware that creating such programs or courses should not be just be 'the expedient thing to do' given budget shortfalls etc. This should be a strategic move made in response to a changing world and, as such, needs a long-term vision.

Other

1. Rules requirements procedures are geared to normal traditional students and courses.

Key Issues – Department

Assessment

1. Learning outcomes
2. The materials need to include interactive/regular assessment

Branding

1. Departmental branding / marketing; finding niche;
2. How can we have a consistent look (brand) for each program?
3. How can we brand all programs to be UA?
4. A standardized look and feel to all the classes we offer

Class Size

1. Patterns of enrollment size vs. instructional time-on-task as those differ in online classes vs. the traditional classroom; as these relate to teaching assignments and TA allocation.
2. Writing courses must remain small to effectively allow students to have attention given to their writing. We also need to consider the workload issues of a course where students work on five papers across a semester rather than take quizzes and exams. The workload is substantially different. Writing courses also require student-student collaboration, which can be difficult to handle for online students. Many online students are taking online courses because they have certain time constraints and life demands that mean collaborative projects are unwieldy at best and untenable at worst. I think, too, that the UA needs to consider what it can *uniquely* offer to the online student. How will UA distinguish itself in relationship to other online universities and programs?

3. Relatedly there is likely room for improvement in teaching quality of in person classes - how can we 'standardize' expectations of student performance. For example, if a student is used to sitting in a 200 person psych class but now is in a 20 person online course and expected to produce more behavior - how do they make that transition.
4. Standards on numbers in an online class - I'm a little afraid to go here but I know that US standards and those for main campus are really different (and to our UAS advantage I believe).

Consistency

1. Standard processes and procedures
2. Adoption of a consistent approach to delivering online learning so that, as students migrate from course to course, they don't have to relearn the software or methods used.
3. Faculty support coordinating coursework across departments. For us that would be the TTE and LRC programs within TLS as well as Ed. Psych and Special Ed.
4. Departmental awareness of curriculum, links between the online and the traditional curriculum,
5. Ensure that the online program complements the off line one.
6. Deal with movement between on and offline classes for students. In other words if the program is designed as online and built in that way but then some students take in person classes what does that do to the progression of the program?

Development costs

1. That it will take a lot of investment in time and, unfortunately, money, to actually develop sound programs. Creating individual online courses may serve some purpose, but they have to fit into an overall plan for the department. Are people aware of the actual initial work that goes into developing an online curriculum? Online programs will likely NOT reduce the work required to teach (and, will likely not ease budget constraints) but will only change the nature of the work.

Development time

1. Time necessary for typical course development
2. Time necessary for course interaction, use of PHD students to monitor active learning

Faculty Professional Development

1. Faculty development

Faculty readiness

1. Faculty expertise/familiarity with online tools

Faculty Support

1. Availability of tech support
2. That there is limited support on campus, aside from wonderful Melody Buckner... she has been indispensable... but she can only do so much.

Financial Resources

1. Second, they need to find that up-front investment to get the program started before it becomes profitable.
2. Finances (distribution)
3. Funding issues are huge.

Market Research

1. First, units should do the math - is this program going to be a money loser?
2. Perceived need (demand)
3. Competition
4. Possible competition from other departments
5. Understand the industry/business needs for that can be served through a certificate

Marketing

1. Departmental branding / marketing; finding niche;
2. Need for marketing
3. Identify the market in advance

Quality of Instruction

1. Best practices
2. Pitfalls and solutions (academic integrity, etc.)
3. Accreditation
4. Quality
5. Delivery methods (technology and tools)

6. What is the difference between an online program offered through Outreach College and other online programs?
7. We want our classes to reinforce research methodology and be in line with nutrition practice standards -- this is more of a curriculum-based issue rather than software/implementation based but important in 'selling' the idea to students
8. Quality products that set the standard for others across campus
9. The courses need to be good!
10. The materials need to include interactive activities
11. The materials need to include a writing component so that students who take the quizzes en masse cannot use that strategy for all the course requirements.
12. The courses need to be constructed so that students find the interface easy to use,
13. Clear objectives for each program and class
14. Quality control of instruction
15. Creating a sense of community and identity among students in each program.
16. Integrate actual practices into the certificate

ROI

1. Return on investment for the department given the inefficiency in instruction and constant improvement of the technology

Student Services

1. Consistent student experience

Tuition/Student Cost

1. Finances (tuition)

Vision/goals

1. Better administrative support and understanding of online education
2. Organization
3. The lack of robust, reliable, and appropriate technical resources for faculty within the department, and the implications of that for online teaching.
4. The precise goals of the department

Other

1. Facilitators on the ground at remote locations. This is key for a teacher prep program as student need field experience and supervision during it.
2. How are the programs supported?
3. Create partnerships with industry for placement and internships with industry, so that the certificate culminates in actual practice & networking

Key Issues – Faculty

Accessibility

1. Accessibility

Assessment

1. How to achieve the best learning outcomes with course discipline

Class Size

1. What is the required enrollment?

Development time

1. Resources: time,
2. Some courses are less work to "put online" but more work to "teach online", and other classes may require more work to "put online" but less work to "teach online."
3. That there will be considerable upfront time in developing an on-line course.
4. That is it TIME CONSUMING and that there seems to be little 'institutional memory and support' to help out.
5. Time & training to design and develop the course

Faculty Compensation

1. There needs to be careful consideration to continued workload issues.

Faculty Professional Development

2. How to apply or modify (my) teaching style to best fit the online experience

3. How to keep up with technology and best practices
4. Innovation within standards
5. Resources: training
6. Training to design and develop the course

Faculty Support

1. Support for technology
2. More professional development
3. What kind of support will I get from the University, my college and department to teach an online program?
4. Need for RA support to design & develop the course

Financial Resources

1. Resources: money

Intellectual property

1. Intellectual property
2. Intellectual property who owns the course

Market Research

1. Where are students coming from, and what are their goals?

Marketing

1. Marketing of the course

P & T

1. This will entail a lot of work (if it has to be good) - are people around going to be aware of the effort?
2. P & T
3. Lack of recognition

Quality of Instruction

1. The need to understand principles of online pedagogy that differ from face-to-face delivery.
2. The big shift in role from instructor-centered to student-centered, options for delivery and evaluation of student performance.
3. Who is selected to teach the course
4. How often is the course improved
5. Intellectual content is not a problem - it's how best to package it into a high quality, rigorous program that needs careful thought
6. How to achieve the best learning outcomes with course discipline
7. Will this program be easy for students to find and navigate?
8. I am interested in learning research. How people learn digitally is different than face-to-face.
9. I am interested in strategies that engage students, and a class I'm currently creating with colleague in Nutritional Sciences will incorporate the latest techniques to do so.
10. Adhering to student centered pedagogy and creating a rigorous yet highly education learning environment.
11. It's a different kind of teaching
12. What are the components of effective online courses/programs?
13. That simply posting PowerPoint slides of past lectures is inadequate for an on-line course.
14. That while the course is running, there needs to be much interaction with the students.
15. Awareness of potential weak points in the online curriculum, and access to strategies that help at these critical junctions.
16. Engage an open curriculum discussion and process
17. What a quality online course looks like, especially from a different pedagogical perspective. I didn't understand this at first but now I do.
18. There needs to be more standards (and we are moving in that direction) to provide templates and a list of the basics (QM is doing this pretty well I think but it wasn't obvious to me at first it was out there) so everyone doesn't have to learn some pretty basic lessons for themselves.

Student readiness

1. How can I educate students about how to be successful in an online program?

Student Services

1. Will this program be easy for students to find and navigate?
2. How will I communicate and advise students through the program?
3. Advising issues

Student Support

1. Support for learners in accessing the technology
2. The need to function as technical and user support for students enrolled in online classes
3. Understand the university-wide resources for students in terms of technical and user support.

Sustainability

1. Resources: sustainability.

Tech Infrastructure

1. What tools can be used or adapted to meet program goals?
2. The need for continuity of resources/resource sharing for online courses and programs.

Vision/goals

1. We need to create strategic collaborations across units. For example, I would love to create a technical communication certificate program, but while I may be able to find start-up funds to develop the courses, I also think there could/should be staged funding to help with the launch and revision of the courses that would be part of such a certificate.
2. Personal awareness of objectives for program, and a "big picture" understanding of the entire curriculum.
3. Commitment from the institution to carry through and complete the program
4. The degree of support available to establish a sound program.

Other

1. Lack of support.
2. The need for good 'technology transfer' practices among faculty teaching in the same program.
3. Online courses can't just be created, uploaded, and taught without long-term assessments and attention to the reconfigured workload of the instructor and administrators.
4. I also think that such a certificate could benefit from collaborations with other units, but finding faculty who can invest the time in such collaboration can be difficult.
5. Who has the authority to make the key decisions?
6. Who will teach the courses?
7. Who will recruit students?
8. How do we supervise/manage the program?
9. What is an appropriate/ideal class schedule/calendar?
10. Do we follow a traditional academic calendar or set up an independent one? The list goes on and on,
11. Understanding that sometimes what instructional designers tell you IS POSSIBLE is actually not workable in a 'class' environment. For example, I see no problem w/ students logging in to multiple items (iTunesU, D2L, etc) but there are BIG psychological barriers for students ACTUALLY doing this. Just because one CAN do it doesn't sync at all with what students ACTUALLY will do.